| 1  |          |
|--|----------|
|  |          |
|  |          |
| WHAT IMPACT IS IT HAVING ON YOU?   |          |
|  |          |
| VICARIOUS TRAUMA, TAKING CARE OF YOURSELF  |          |
| Lori James-Townes, MSW, LCSW-C Director of Social Work, Leadership and Program Development |          |
|  |          |
|  |          |
|  |          |
| Goals and Objectives:  |          |
| □ How to protect our emotional stability and stay  |          |
| human  |          |
| <ul> <li>How to stay emotionally, physically and intellectually healthy</li> </ul>         |          |
| inconstraint, necimity   |          |
|  |          |
|  |          |
|  |          |
|  | <b>.</b> |
| OUTLINE  |          |
| □ Why do we need to have this conversation?  |          |
| □ How will we engage in this conversation?   |          |
| □ Balance of Self Care or Lack of  |          |
| □ Vicarious Trauma □ Find out what your Strengths Are- Survey                              |          |
| □ Pillars of Balance Exercise □ Balance and Self Care                                      |          |
|  |          |
|  |          |

# Top 10 Sources Of Workplace Stress

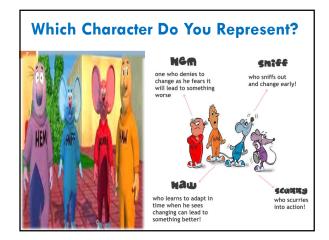
- 1. Too much to do at once
- 2. Random interruptions
- 3. Mistrust, unfairness, and office politics
- 4. Unclear policies and no sense of direction
- 5. Too much or too little to do

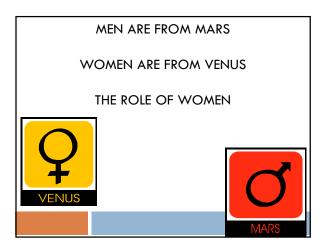
# Top 10 Sources Of Workplace Stress

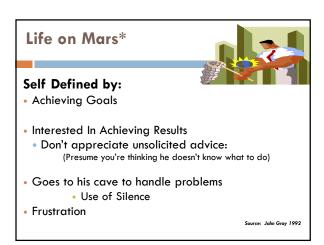
- 6. Career and job ambiguity
- 7. No feedback good or bad
- 8. No appreciation
- 9. Lack of/poor communications
- 10. Constant change

(Source: Collie, D. (2004) Top ten sources of Workplace stress; www.businessknowledgesource.com

# SI NATIONAL BENEFICIAL TO STORY OF A Character with 12 common MOSEC Cheese? Spencer Johnson, NLD, 12 character by the congress with the common co







#### Life on Venus

#### Self is Defined by...



- □ Feelings
- $\hfill\Box$  Equality of her relationships
- □ Communication is very important
- □ Has to talk things out for relief

#### Dynamics of the Trial

#### Client

#### **Families**

Defense Team

Trial Personnel

Self-Care

• Relationships w/ clients

- Relationships w/ family of our clients
- Attention to Detail
- We take on certain
- What strengths do we bring to the table?
- What history do we bring?
- What baggage do we bring?
- How does it impact us professionally, personally, etc.

#### CREATING BALANCE



| The Struggle with   |
|---|
|   |
| Burn out and Vicarious Trauma   |
|   |
|   |
|   |
|   |
|   |
|   |
| Trauma  |
| Trauma can generally be defined as an exposure to   |
| a situation in which a person is confronted with an<br>event that involves actual or threatened death or<br>serious injury, or a threat to self or others' physical |
| well-being.   |
| (American Psychiatric Association, 2000).   |
| (,,,,,,,,,,,,,  |
|   |
|   |
| Reactions   |
| 15  |
| Counselors' reactions to client traumas have  |
| historically been characterized as forms of either burnout or counter-transference.   |
| (Figley, 1995)  |
| (1.9lc), 1770)  |
|   |

#### Vicarious Trauma

10

More recently vicarious trauma has been used to describe counselors' trauma reactions that are secondary to their exposure to clients' traumatic experiences.

(McCann & Pearlman)

Profound changes in the core aspects of the therapist's

(Pearlman & Saakvitne)

#### Vicarious Trauma

#### 17

#### Rooted in....

- Open engagement of empathy or connection
- Inherent in counseling relationships
- Repeated exposures to clients' traumatic experiences can create a shift in the way clinicians see themselves, the world
- Counselors become witness to the traumatic realities that many clients experience (Pearlman)
- Exposure leads to a transformation in the psychological functioning of clinicians
- Cumulative Exposure

#### VT v. Burnout

#### Burno

#### Burnout

- A result of the general psychological stress of working with difficult clients (Figley).
- Related to a feeling of being overloaded secondary to client problems of chroncity and complexity.

#### VT

- A traumatic reaction to specific client-presented information.
- Specific to professionals who work with trauma survivors.
- Related to specific client experiences

# VT v. Burnout

 Progresses gradually; result of emotional exhaustion

□ Burnout does not lead to...

V1

- Sudden and abrupt
- Onset of symptoms that may not be detectable at an earlier stage
- changes in trust, feelings of control, issues of intimacy, esteem needs, safety concerns, & intrusive imagery



20

Unavoidable...

"A helper's vulnerability to vicarious trauma is unavoidable if her work involves listening empathically to traumatized people with the goal of helping them."

Saakvitne and Pearlman (2006)

#### **Shared Characteristics**

Both Vicarious Trau and Burnout may result in similar

Barrella and a state

- □ Both result in...
  - Physical symptoms
  - $\blacksquare$  Emotional symptoms
  - Behavioral symptoms
  - Work related issuesInterpersonal problems
  - Decrease in clients concern –resulting in a decrease in quality care

# VT v. Counter-transference Clinicians emotional □ Direct reaction to traumatic reaction to a client as a client material and is not result of the counselor's inherent in counterpersonal life experiences. transference. Therefore....VT is □ Unique □ Needs to be examined and understood separately from burnout and counter-transference $\hfill\Box$ Effects transcends the counseling session and the work arena Symptoms... What would be the effect in your work, in your life, in your future functioning if you or colleagues experienced: a.) numbing b.) detachment, dissociation, depersonalization c.) powerlessness, helplessness d.) avoidance e.) hyper-arousal or reduced arousal f.) sadness, rage, or fear g.) reduced energy; no energy for self h.) generalized despair and hopelessness

| Symptoms   |   |
|--|---|
| □ Intrusive imagery (visual, auditory, sensory   |   |
|  |   |
| <ul> <li>Other symptoms may parallel PTSD symptomatology</li> </ul>                          |   |
| <ul><li>Nightmares</li><li>avoidance of reminders of traumatic events</li></ul>              |   |
| <ul><li>Numbing</li><li>social withdrawal</li></ul>  |   |
| emotional flooding   |   |
|  |   |
|  |   |
|  |   |
| Work Place Contributions   |   |
| 26   |   |
| <ul> <li>Lack of support for staff (flexible options for<br/>respite).</li> </ul>            | - |
| <ul> <li>Failure to provide adequate contributions</li> <li>Unrealistic caseloads</li> </ul> | - |
| □ Fail to recognize or appreciate symptoms/effects   |   |
| <ul><li>Insufficient vacation time</li><li>Deny severity of VT</li></ul>                     |   |
|  |   |
|  |   |
|  |   |
|  |   |
|  | ] |
| CONSIDER THE FOLLOWING QUESTIONS:  |   |
| Are you able to recognize these symptoms when they occur?                                    |   |
| 2) Are you willing to recognize these symptoms should  |   |
| they occur? a.) in others?   |   |
| b.) in yourself?   |   |
|  |   |
|  |   |

#### CONSIDER THE FOLLOWING QUESTIONS:

- 3) Are you able to recognize these symptoms should they occur for yourself?
- 4) If you recognized these symptoms in colleagues, how would they present, in what type of behaviors, words, or other methods of expressions?
- 5) How would they present in you?

#### CONSIDER THE FOLLOWING QUESTIONS:

6). If you did recognize these symptoms in colleagues, what would you:
Think?

Feel?

Feel

7.) If you recognized these symptoms, or were informed by colleagues that they recognized these symptoms in you, what would you:

Think? Feel?

Do?
8.) In both situations (colleagues or yourself), what would you not:

Think?

Feel? Do?

#### CONSIDER THE FOLLOWING QUESTIONS:

- 9.) What would be the effect in your work, in your life, in your future functioning if you or colleagues experienced:
  - a.) numbing
  - b.) detachment, dissociation, depersonalization
  - c.) powerlessness, helplessness
  - d.) avoidance
  - e.) hyper-arousal or reduced arousal
  - f.) sadness, rage, or fear?
  - 10.) What can, should, would you do to address such outcomes?

#### CREATING BALANCE

WHAT ARE SOME OF THE THINGS WE HAVE DONE TO CREATE BALANCE IN OUR LIVES

- □ SELF TALK
- □ MAKING A CONTRACT
- □ MAKING CHANGES IN SCHEDULE
- GIVING YOURSELF PERMISSION TO SAY YES TO YOURSELF AND NO TO OTHERS

**WE ARE A WORK IN PROGRESS** 

#### Taking Care of Others

There is a Reason why we do this?

- □ We can use taking care of others need to avoid working on our own issues
- $\hfill\Box$  Sometimes it allows us to avoid being vulnerable
- □ Looking like the "nice" person can allow us to feel "one up" on the other person
- $\hfill\Box$  It can give you power
- □ Make others feel guilty

#### VT

□ What are the results of VT?

- Children
- Health
- Relationships

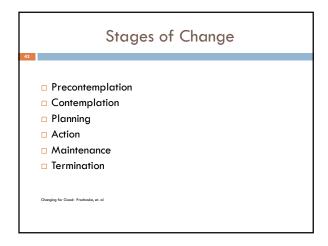
Difficult to hear our own inner-voice or intuition

Some of us want to jump into help even when we haven't been asked

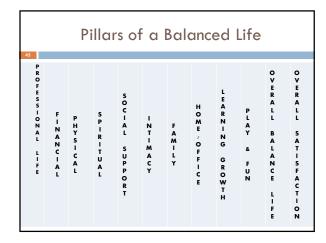
# Saying No □ Give yourself time $\hfill\Box$ Tell people you to need to think about it and get back to them □ Check in with yourself: with your body ---feel tension this may be something you don't want do...follow your gut $\hfill\Box$ Take in consideration the worst case scenarios- not the best case Saying No $\hfill\Box$ Can you do it in another way. □ Email – conference call? Delegate to someone else. $\hfill \square$ Most people will understand because they struggle with saying NO as well. **GOAL SETTING**

# The Search for Strengths and Virtues Chris Peterson and a team of scholars researched sources across cultures and trough the centuries and found that there is s strong convergence in what these traditions consider to be virtues and strengths. Un DSM This lead to the formation of a classification system of six core values: 1. Wisdom and knowledge 2. Courage 3. Love and humanity Justice Temperance Spirituality and Transcendence VT $\hfill\Box$ How can you use your strengths to change your behaviors? □ What would that feel like? □ What would that look like?

| VIA Character St   |   |             |      |  |
|--|---|-------------|------|--|
| VIA Character St   |   |             |      |  |
|  | trengths  | _           |      |  |
|  |   |             |      |  |
| <ul> <li>Appreciation of beauty and</li> </ul>   | <ul><li>Kindness</li></ul>  |             |      |  |
| excellence   | <ul> <li>Leadership</li> </ul>  |             |      |  |
| □ Bravery  | Love  |             |      |  |
| Citizenship  | <ul> <li>Love of learning</li> </ul>  |             |      |  |
| <ul><li>Creativity</li><li>Curiosity</li></ul>   | <ul> <li>Modesty and humility</li> </ul>  |             |      |  |
| □ Fairness   | Persistence   |             |      |  |
| Forgiveness and mercy  | <ul><li>Perspective</li><li>Prudence'</li></ul>   |             |      |  |
| <ul> <li>Gratitude</li> </ul>  | Self-regulation'  |             |      |  |
| <ul><li>Hope</li></ul>   | social intelligence'  |             |      |  |
| <ul><li>Humor</li></ul>  | <ul> <li>Spirituality</li> </ul>  |             |      |  |
| <ul> <li>Integrity</li> </ul>  | <ul><li>Zest</li></ul>  | _           |      |  |
| <ul> <li>Judgment</li> </ul>   |   |             |      |  |
|  |   |             |      |  |
|  |   |             | <br> |  |
|  |   |             |      |  |
|  |   |             |      |  |
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|  |   |             |      |  |
|  |   | $\neg$      |      |  |
| VIA Signat   | ture Strengths  |             |      |  |
|  | ory: http://www.viasurvey.org   |             | <br> |  |
|  |   |             |      |  |
| <ul> <li>Your Top Strength Curiosity and i</li> </ul>  | interest in the world   |             |      |  |
| You are curious about everything.  | You are always asking questions, and you  |             |      |  |
| · · ·  | ating. You like exploration and discovery.  |             |      |  |
| Your Second Strength Spirituality,   |   |             |      |  |
|  | liefs about the higher purpose and<br>w where you fit in the larger scheme. Your  |             |      |  |
| beliefs shape your actions and are   |   |             |      |  |
| <ul> <li>Your Third Strength Forgiveness of</li> </ul>   |   |             |      |  |
|  | you wrong. You always give people a   |             |      |  |
| second chance. Your auiding princ  |   |             |      |  |
| second chance. Your guiding princ  | spie is mercy and not revenge.  |             |      |  |
| second chance. Your guiding princ  | apic is more, and not revenge.  |             |      |  |
| second chance. Your guiding princ  | .pic s more/ and no revenger  |             |      |  |
| second chance. Your guiding princ  | , po si noro, ano no noroga   | _           |      |  |
| second chance. Your guiding princ  | , po si noto, dia no to anga  | _           |      |  |
| second chance. Your guiding princ  | , po si noto, dia noto diga   | _           |      |  |
| second chance. Your guiding princ  | , po si noto, dia noto diga   |             |      |  |
| second chance. Your guiding princ  | -postancia, and no rouge.   | _           |      |  |
| second chance. Your guiding princ  |   | _           |      |  |
| second chance. Your guiding princ  |   | _           |      |  |
| second chance. Your guiding princ  |   | _           |      |  |
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| VIA Signature St   | rengths   |             |      |  |
| VIA Signature St   | rengths  ning ther in a class or on your own. You have  |             |      |  |
| VIA Signature St   | rengths  ning ther in a class or on your own. You have  |             |      |  |
| Your Fourth Strength Love of learn You love learning new things, whe always loved school, reading, and there is an opportunity to learn.   | rengths  ning  ther in a class or on your own. You have d museums-anywhere and everywhere   |             |      |  |
| Your Fourth Strength Love of learn You love learning new things, when always loved school, reading, and there is an opportunity to learn.  Your Fifth Strength Fairness, equit   | rengths  ning ther in a class or on your own. You have d museums-anywhere and everywhere  |             |      |  |
| VIA Signature Sti  Your Fourth Strength Love of learn You love learning new things, when always loved school, reading, and there is an opportunity to learn.  Your Fifth Strength Fairness, equit Treating all people fairly is one o  | rengths  ning ther in a class or on your own. You have d museums-anywhere and everywhere  ity, and justice of your abiding principles. You do not let |             |      |  |
| VIA Signature Sti  Your Fourth Strength Love of learn You love learning new things, when always loved school, reading, and there is an opportunity to learn.  Your Fifth Strength Fairness, equit Treating all people fairly is one o  | rengths  ning ther in a class or on your own. You have d museums-anywhere and everywhere  |             |      |  |
| VIA Signature St.  Your Fourth Strength Love of learn. You love learning new things, where always loved school, reading, and there is an opportunity to learn.  Your Fifth Strength Fairness, equit Treating all people fairly is one o your personal feelings bias your care. | rengths  ning ther in a class or on your own. You have d museums-anywhere and everywhere  ity, and justice of your abiding principles. You do not let |             |      |  |
| VIA Signature St.  Your Fourth Strength Love of learn. You love learning new things, where always loved school, reading, and there is an opportunity to learn.  Your Fifth Strength Fairness, equit Treating all people fairly is one o your personal feelings bias your care. | rengths  ning ther in a class or on your own. You have d museums-anywhere and everywhere  ity, and justice of your abiding principles. You do not let |             |      |  |







| Stages Of Change  |
|---|
| 46  |
| <ul><li>Pre-contemplation</li><li>Contemplation</li></ul> |
| Planning  |
| <ul><li>Action</li><li>Maintenance</li></ul>              |
| <ul><li>Termination</li></ul>                             |
| Changing for Good: Prodnaka, et. al                       |
|   |
|   |
| Donate de la President                                    |
| Pre-contemplation   |
| Has no intention to                                       |
| take action within the                                    |
| next 6 months   |
| nexi o monins   |
|   |
|   |
|   |
|   |
|   |
| Contemplation   |
| Contemplation   |
|   |
| Intends to take action                                    |
| Intends to take action within the next 6                  |
| Intends to take action                                    |

# **Preparation**

Intends to take action within the next 30 days and has taken some behavioral steps in this direction.

# **Action**

Has changed overt behavior for less than 6 months

#### Maintenance

Has changed overt behavior for more than 6 months.

#### **Termination**

Overt behavior will never return, and there is complete confidence that you can cope without fear of relapse.

#### **Examples of Change**

- □ Schedule time for your needs
- □ Put your needs on a schedule/calendar
- $\hfill\Box$  Decrease time spent on others
- □ Screen calls
- □ Consider partial commitments
- Micromanage yourself
- □ Message to your spouse or partner: great sex begins in the laundry room

#### I'm changing!

- Give your self reminders
- □ Partner with someone
- Your not stuck in a pattern---you recognize a relapse

"It's important to be able to be graciously displeased with yourself". Scott Peck

### The Engaged Life

Short cuts do not lead to the engaged life : Television Chocolate eating

Loveless sex

Buying things

# Addressing the Stress

- 1. Self Care
- 2. Nurturing Activities
- 3. Escape

Saakvitne and Pearlman (2006)



#### WHAT TO DO

Learn to use effective and rejuvenating stress management techniques to minimize the scars of trauma and obtain relief from symptom and disturbing post-traumatic behaviors.

|   | 7   |
|---|-----|
| Transforming the Despair of VT  |     |
| 58  |     |
| Create meaning  |     |
| <ol> <li>Infuse a current activity with meaning</li> <li>Challenge your negative beliefs &amp; Assumptions</li> </ol> |     |
| 4. Participate in community-building activities   | -   |
|   |     |
| Sackvitne and Pearlman (2006)   |     |
|   |     |
|   |     |
|   |     |
|   |     |
| ARC's OF Addressing VT  | ]   |
| ABC's OF Addressing VT  |     |
| □ Awareness   |     |
| Being in touch to one's needs, limits, feelings, and resources.  Mindfulness and acceptance                           |     |
| □ Balance   |     |
| Maintaining balance among activities, especially work, play and rest. Inner balance is very important.                |     |
| □ Connection  |     |
| Connections to oneself, to others, and to something larger.   |     |
| Saakvitne and Pearlman (2006)   |     |
|   |     |
|   |     |
|   |     |
| N///AT TO DO  | ]   |
| WHAT TO DO  |     |
| In a safe and confidential environment, ventilate emotions, like:   |     |
| a.) Terror  |     |
| b.) Rage c.) Denial/ numbing  |     |
| d.) Unresolved grief<br>e.) Shame   |     |
| f.) Guilt g.) Helplessness  |     |
| g-) rieipiessiiess  |     |
| l .   | 1 - |

#### WHAT TO DO

#### Seek help...

- Peer supervision
- Demand agencies provide specific help to those who provide trauma services
- Continuing education
- Personal coping mechanisms
- Spirituality
- Ethical considerations
- Mentor & Seek Mentoring

#### WHAT TO DO

Talk about the trauma with someone trained who can support you in moving out of the traumatized position,

Correct your understanding of accountability (blame), cause-effect, and perspective,

Establish or develop a sense of perspective and distance regarding trauma.

#### WHAT TO DO

Stay in the helping relationships

Keep using the healthy stress management strategies until such time as your sense of mastery, safety, and personal control are adjusted and restored in as healthy a level of functioning as possible.

|  | Moments Of Choice  |   |
|--|--|---|
|  | 64   |   |
|  | The state of the s |   |
|  | Lik adhar Mhodhov at   |   |
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|  | \$   |   |
|  | II (New )  |   |
|  |  |   |
|  |  |   |
|  |  | ] |
|  | Positivity And Change  |   |
|  | Strengths based approach to change   |   |
|  | □ What people do well  |   |
|  | > Four key components:   |   |
|  | > Confidence   | _ |
|  | > Optimism   |   |
|  | > Perseverance and Hope  |   |

# Positivity And Change

- Recognizing and celebrate strengths in self and others
- Identifying Your Signature Strengths
- You at your best

> Resilience

- Write a brief story
- Reflect on strengths
- \* Key strengths such as: Optimism, Perseverance,
- Leadership, Authenticity, Enthusiasm

Seligman's signature strengths: www.viastrengths.org

# Upside Of Positivity

- Positivity widens the span of possibilities you see
- Positivity puts the breaks on negativity and is a key to resilience
- Positivity feels good
- You can increase your positivity
- Mental and physical health
- Live longer!

(Fredrickson & Losada 2005)